



Washington Street Elementary

325 Washington Street
Hartsville, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 1-3 Elementary School | |
| Enrollment | 373 Students | |
| Principal | Valerie M. Sawyer | 843-383-3141 |
| Superintendent | Dr. Rainey H. Knight | 843-398-5200 |
| Board Chair | Connell Delaine | 843-332-2852 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2009 | Below Average | At-Risk |
| 2008 | Below Average | At-Risk |
| 2007 | Average | Good |
| 2006 | Below Average | Excellent |
| 2005 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

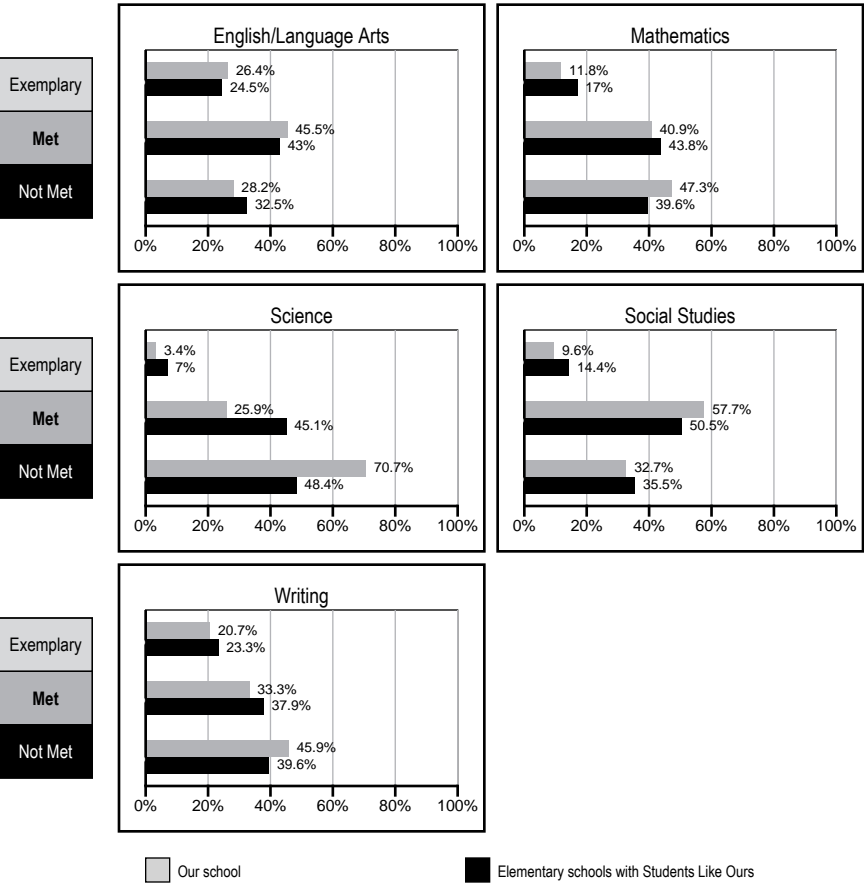
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1 | 4 | 92 | 54 | 17 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=373) | | | | |
| First graders who attended full-day kindergarten | 99.2% | Up from 92.5% | 100.0% | 100.0% |
| Retention rate | 6.2% | Up from 5.7% | 2.4% | 1.9% |
| Attendance rate | 96.2% | Up from 95.9% | 96.1% | 96.3% |
| Eligible for gifted and talented | 0.7% | Down from 2.7% | 4.4% | 10.0% |
| With disabilities other than speech | 10.3% | Up from 8.7% | 8.1% | 7.7% |
| Older than usual for grade | 0.3% | Down from 1.6% | 0.9% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | No Change | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 55.2% | Down from 62.5% | 57.1% | 59.4% |
| Continuing contract teachers | 96.6% | Up from 93.8% | 73.6% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 80.4% | Down from 83.4% | 83.6% | 85.9% |
| Teacher attendance rate | 95.1% | Down from 96.0% | 95.1% | 95.1% |
| Average teacher salary* | \$47,949 | Down 0.2% | \$45,762 | \$47,149 |
| Professional development days/teacher | 22.9 days | Down from 32.3 days | 10.7 days | 11.1 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.7 to 1 | Up from 20.0 to 1 | 17.4 to 1 | 18.8 to 1 |
| Prime instructional time | 89.0% | Up from 87.3% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Good | Excellent |
| Dollars spent per pupil** | \$8,618 | Up 14.9% | \$8,306 | \$7,458 |
| Percent of expenditures for instruction** | 70.5% | Up from 69.1% | 68.5% | 68.8% |
| Percent of expenditures for teacher salaries** | 66.7% | No Change | 62.1% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Marked by diligence, effort, and a desire to achieve at higher levels, Washington Street Elementary School students and staff continued to focus on improvements in English/language arts, mathematics, science, social studies, and family and community involvement. The school's improvement goals demonstrated our school's commitment to our students, families, and community, as we worked together to provide quality educational opportunities for all of our stakeholders.

Improvements in English/language arts centered on our continued participation in the Reading First Program, which is a federally-funded grant program provided through the SC State Department of Education. The grant funds the professional development of teachers in order to improve the literacy skills of our students.

Math continued to be a targeted area for improvement. Teachers received a variety of professional development opportunities to increase their skills in the implementation of the state's math standards.

Science and social studies instruction has continued as a focus for improvement at Washington Street Elementary. The school's science lab has been utilized to host science learning opportunities through EDventure and Science South, two science educational programs for children.

As a Title I school, Washington Street Elementary has continued to encourage family and community involvement at our school by promoting our belief that students benefit most when all of the adults in their lives work together to ensure their successful academic and social achievement. Washington Street Elementary hosts several events throughout the school year that are designed to foster a cooperative spirit and to encourage family and community participation. Events included Open House, Meet the Teacher Day, Family Math, PASS, Reading Nights, and our Mister and Miss Washington Street Pageant. Our Family Involvement Room has also provided families with a comfortable atmosphere in which to participate in workshops and conferences; all focused on the success of our students.

Washington Street Elementary continues to "Strive for Excellence" for our students, staff, and community. By focusing on the success of all students, we will continue to promote a positive and productive learning environment that will place our students on the road to future success.

Jada Gore, School Improvement Council Chairperson
Valerie M. Sawyer, Principal

| Evaluations by Teachers, Students and Parents | | | |
|--|----------|-----------|----------|
| | Teachers | Students* | Parents* |
| Number of surveys returned | 29 | 100 | 51 |
| Percent satisfied with learning environment | 93.1% | 88.8% | 78.0% |
| Percent satisfied with social and physical environment | 89.7% | 90.0% | 84.3% |
| Percent satisfied with school-home relations | 79.3% | 86.9% | 85.7% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|----|
| School Improvement Status | NI |
|---------------------------|----|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 3.3% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.2% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 130 | 95.4 | 26.1 | 46.8 | 27 | 84.7 | 76.8 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 69 | 91.3 | 28.3 | 49.1 | 22.6 | 81.1 | 74.1 | 79.3 | N/A | N/A |
| Female | 61 | 100 | 24.1 | 44.8 | 31 | 87.9 | 79.6 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 96.9 | 8 | 48 | 44 | 96 | 86.7 | 89.5 | I/S | I/S |
| African American | 96 | 94.8 | 29.8 | 47.6 | 22.6 | 83.3 | 70.1 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 70.7 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 24 | 79.2 | 46.7 | 46.7 | 6.7 | 73.3 | 48.5 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 71.2 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 111 | 96.4 | 26.8 | 47.4 | 25.8 | 85.6 | 71.8 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 130 | 95.4 | 45 | 43.2 | 11.7 | 63.1 | 74.6 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 69 | 91.3 | 39.6 | 45.3 | 15.1 | 62.3 | 74 | 77 | N/A | N/A |
| Female | 61 | 100 | 50 | 41.4 | 8.6 | 63.8 | 75.2 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 96.9 | 24 | 52 | 24 | 84 | 84.6 | 87.2 | I/S | I/S |
| African American | 96 | 94.8 | 51.2 | 40.5 | 8.3 | 57.1 | 67.6 | 66.7 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 81 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 24 | 79.2 | N/AV | N/AV | N/AV | 53.3 | 44.8 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 82.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 111 | 96.4 | 47.4 | 40.2 | 12.4 | 61.9 | 69.1 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 65 | 98.5 | 67.2 | 29.3 | 3.4 | 32.8 | 61.7 | 67.5 |
| Gender | | | | | | | | |
| Male | 31 | 96.8 | 62.5 | 33.3 | 4.2 | 37.5 | 62 | 67 |
| Female | 34 | 100 | 70.6 | 26.5 | 2.9 | 29.4 | 61.4 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 13 | 100 | I/S | I/S | I/S | I/S | 78.5 | 79.5 |
| African American | 50 | 98 | 71.7 | 23.9 | 4.3 | 28.3 | 50.2 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 65.1 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 36.7 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 59 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 58 | 98.3 | 69.2 | 26.9 | 3.8 | 30.8 | 53.4 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|-----|------|------|------|
| All Students | 61 | 98.4 | 32.7 | 58.2 | 9.1 | 67.3 | 67.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 33 | 100 | 43.3 | 53.3 | 3.3 | 56.7 | 67.1 | 71.5 |
| Female | 28 | 96.4 | 20 | 64 | 16 | 80 | 67.4 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 18 | 94.4 | 13.3 | 80 | 6.7 | 86.7 | 78.8 | 80.7 |
| African American | 43 | 100 | 40 | 50 | 10 | 60 | 59.1 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 91.7 | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 75.7 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 11 | 100 | I/S | I/S | I/S | I/S | 44.3 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 74.2 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 50 | 100 | 37 | 54.3 | 8.7 | 63 | 61.2 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 129 | 95.4 | 45.9 | 33.3 | 20.7 | 54.1 | 60 | 70.2 | 96.2 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 67 | 97 | 51.8 | 32.1 | 16.1 | 48.2 | 52.8 | 63.2 | 95.9 | 95.5 |
| Female | 62 | 93.6 | 40 | 34.5 | 25.5 | 60 | 67.5 | 77.5 | 96.5 | 96 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 33 | 100 | 25.9 | 37 | 37 | 74.1 | 72.3 | 79.1 | 95.5 | 95.3 |
| African American | 94 | 93.6 | 51.2 | 32.9 | 15.9 | 48.8 | 51.3 | 57.6 | 96.4 | 96.1 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 92.9 | 86.2 | 99.9 | 97 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 60.3 | 62.6 | 97.8 | 96.4 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 90.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 22 | 77.3 | 85.7 | 7.1 | 7.1 | 14.3 | 19.1 | 26.1 | 95.3 | 94.7 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 59.6 | 61.2 | 97.9 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 111 | 97.3 | 45.9 | 35.7 | 18.4 | 54.1 | 52.6 | 58.9 | 96 | 95.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 130 | 95.4 | 26.1 | 46.8 | 27 | 73.9 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 130 | 95.4 | 45 | 43.2 | 11.7 | 55 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 65 | 98.5 | 67.2 | 29.3 | 3.4 | 32.8 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 61 | 98.4 | 32.7 | 58.2 | 9.1 | 67.3 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 129 | 95.4 | 45.9 | 33.3 | 20.7 | 54.1 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample